

Children Prenatal Through 5 years of Age: Demographics Summary

v1

Organization Name		Chana Child Development Program			
Time Period	From	8/17/2005	To	4/24/2006	8.2 months
Total Number of Children Prenatal Through 5 Served During This Time Period, N =					20
	Children Prenatal Through 5 Years of Age				
	Continuing	New	Unknown	Total	
	n	n	n	n	(%)
Total	6	14		20	
Sex					
Males	3	6		9	(45)
Females	3	3		6	(30)
Unknown		5		5	(25)
Age					
Prenatal		5		5	(25)
< 1		9		9	(45)
1	6			6	(30)
2					
3					
4					
5					
Unknown					
Less than 3 years	6	14		20	(100)
3 to 5 years					
Race / Ethnicity					
Alaskan Native / American Indian					
Asian					
Black / African American					
Hispanic / Latino	2	2		4	(20)
Pacific Islander					
White	4	11		15	(75)
Multiracial		1		1	(5)
Other					
Unknown					
Primary Language Spoken in the Home					
English	4	11		15	(75)
Spanish	2	3		5	(25)
Other					
Unknown					
Special Needs					
Eligible for Part B (619) of IDEA					
Eligible for Part C of IDEA					
Mental Health Diagnosis					
No Special Needs (that meet reporting criteria)	6	13		19	(95)
Unknown		1		1	(5)

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	Continuing	New	Unknown	Total	
	n	n	n	n	(%)
Total	6	14		20	
Region					
Auburn Area	5	8		13	(65)
Greater Foothills	1	5		6	(30)
South Placer					
Tahoe Area					
Western Placer		1		1	(5)
Zip Code					
Auburn Area					
95602 Auburn	2	2		4	(20)
95603 Auburn	3	5		8	(40)
95604 Auburn / Bowman ¹					
95658 Newcastle					
95703 Applegate					
95722 Meadow Vista		1		1	(5)
Greater Foothills					
95631 Foresthill		1		1	(5)
95701 Alta ¹		1		1	(5)
95713 Colfax / Eden Valley / Iowa Hill		2		2	(10)
95714 Dutch Flat ¹					
95715 Emigrant Gap / Alta ¹					
95717 Gold Run ¹					
95736 Weimar ¹	1	1		2	(10)
South Placer					
95626 Elverta ²					
95650 Loomis					
95661 Roseville					
95663 Penryn					
95677 Rocklin					
95678 Roseville					
95746 Granite Bay / Roseville					
95747 Roseville					
95765 Rocklin					

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	Continuing	New	Unknown	Total	
	n	n	n	n	(%)
Total	6	14		20	
Tahoe Area					
95724 Norden / Soda Springs ¹					
96140 Carnelian Bay ¹					
96141 Homewood ¹					
96142 Tahoe ¹					
96143 Kings Beach ¹					
96145 Tahoe City / Alpine Mdws ¹					
96146 Olympic Vly / A. Mdws / T. City					
96148 Tahoe Vista ¹					
96160 Truckee ¹					
96161 Truckee ²					
96162 Truckee ¹					
Western Placer					
95648 Lincoln		1		1	(5)
95668 Pleasant Grove ²					
95681 Sheridan					
Unknown					
<p>"Continuing" includes children who were served during a previous analysis period and continue to be served during the present analysis period.</p> <p>"New" includes children who were not served during a previous analysis period.</p> <p>"Unknown" includes children for whom it could not be determined whether or not they had been served by the program before.</p> <p>¹ PO BOX</p> <p>² Residents with these zip codes typically reside in neighboring counties.</p> <p>All percentages are calculated from the total number N. Percentages may not add up to 100% due to rounding.</p>					

Chana Parenting Program Outcome Anecdote Form

Outcomes:

- Pregnant and parenting teens and young adults served by Chana's parenting program are supported with education, developmental opportunities, and parenting skills resulting in children 0-5 who are healthy and meeting appropriate developmental milestones.

Question: How has the Chana parenting program helped children to be healthy and meet appropriate developmental milestones?

EDUCATION:

The Child Development Center at Chana High School provides quality care for the children of teen parents while they complete their high school education at no cost to the student. Cal SAFE eligible students may attend any school in the district, including Adult School, and use the Child Development Center. Most parents choose Chana so they can be on site with his or her child and Maidu, the independent study program. Mothers on maternity leave are visited weekly by Rebecca Littlejohn or Mary Eaton when translation is required. They provide academic support so the student does not fall too far behind in credits.

Performance Measure: Parent's completion of graduation/GED/CHSPE

- **Six young parents are planning to graduate in June.**
- **One mother is continuing her GED prep at Adult School and uses the Child Development center weekly. Her goal is to take and pass the exam in May.**



Career planning: Heather Taylor for the Boys and Girls Club is presenting Career Launch to the teen parents each week. It is a program that provides information and activities to help with interview skills, resumes and applications, finding job leads and selecting appropriate clothing for the workplace.

EDUCATION:



Perinatal Health Classes at Community Health are being offered to Chana's expectant teen parents and other TAPP program teens during the school day. We realized that many of the teen parents and their partners were not able to attend classes such as these due to transportation issues.

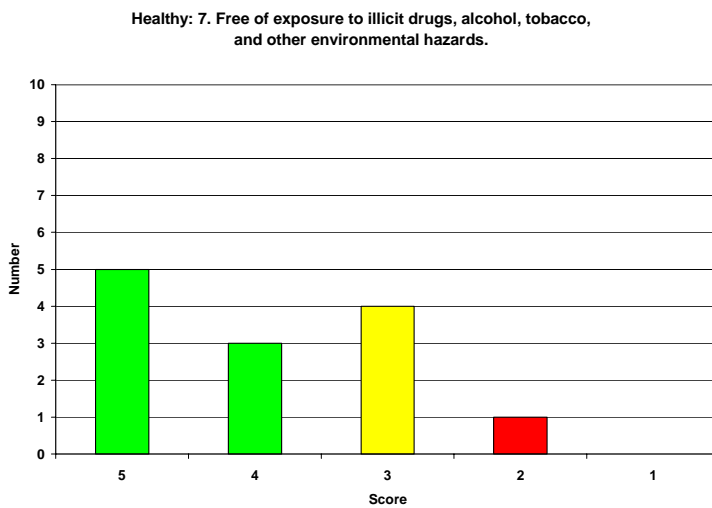
In cooperation with the TAPP program we were able to schedule classes during the school day so we could offer credit health or elective credit and transportation.

The facilitators are Linda Malcolm and Sue Seaters, Public Health Nurses with Placer County.



EDUCATION:

Performance Measure: Placer Outcomes Screening



Our outcome screen data indicated many of the infants and young children are exposed to secondhand smoke from either the parent or others living in the home. Our last learning conversation helped us realize that our teens needed some information and skills to speak to other family members about the dangers of secondhand smoke. We arranged for KIISS to make a presentation and one of our own staff, Mary Eaton, is working with a group of students wishing to stop smoking.



Mary Eaton is holding a class for the teen parents about smoking. She is encouraging the students to look at reasons why they smoke. This presentation

was offered to spark the interest of the parents in quitting. At this point most were not ready to make the commitment to quitting but it opened the conversation. Mary continues to encourage them to join the smoking cessation group when they are ready. She has put up informational posters in the Outreach building and around campus.

This young mother is reading an anti smoking pamphlet. After hearing the presentation she has requested no one who smokes be allowed to hold her baby.



EDUCATION:



The KIISS Program visited the Parenting class earlier this year. The students enjoyed the presentation and asked very good questions. Some had deep concerns about relatives smoking in the presence of their children and wanted more information that they could do to educate them about the health risks they were causing to the child. They received good information, support, and handouts they could take home.

PARENTING SKILLS:

Teen parents who attend Chana High School are enrolled in a daily parenting class each term and students who attend Maidu are encouraged to attend at least weekly. We use curriculum that has been specifically developed for the special needs of teen parents. It is very comprehensive and relevant to their lives. We cover topics such as pregnancy, newborn care, discipline, nutrition, and child development. We include guest speakers on topics of interest through out the year. We also provide individual case management and counseling for the young parents. Nicole Laubach has a teen parent support group weekly and is available for individual counseling.

Parenting skills and social and emotional development--Anecdote that addresses outcomes:



One of our goals this year was to involve the grandparents and extended families in the program when ever possible. We invited the grandparents and children's fathers to join us for our annual holiday celebration. The young parents made invitations, stockings for the children, decorated, and helped to prepare the meal both on campus and by bringing traditional holiday menu items from home. We emphasized cultural differences, family values, and tradition. It gave us the opportunity to discuss healthy choices during the holidays and health hazards to young children during this season. In this photo the parents are involving their children in decorating gingerbread houses and they all did a very impressive job

of allowing the child to use his or her own creative ideas on placing the decorations.

PARENTING SKILLS:

Parenting skills and children who are healthy and social and emotional development; family health. Anecdote that addresses outcomes:



In the parenting program we pay particular attention to family nutrition. We partner with Cooperative Extension to present a series of nutrition education classes. This year Wendi Milka a FSNEP Program Representative covered several topics from food safety to sound nutritional choices for the family. All of our young parents are currently receiving services from WIC and we provide transportation to the appointments. Each week the parents are taught how to make a low cost, healthy meal their children will enjoy. Very often it is soup as is shown in this photo or a recipe we find in parenting magazines, UCCE publications or the PCOE newsletter. In the session shown the parents prepare the vegetables and broth during class and then enjoy the results with their children during lunch. This semester we are focusing on discipline for infants and toddlers and parents as teachers. Having meals together gives us a great opportunity to help the parents practice and teach their children social skills and communication skills in a relaxed and supportive atmosphere.

Parenting skills/Healthy children--Anecdote that addresses outcomes:



When we returned from summer break we noticed this little toddler's eye was turning in most of the time. He would cover his eye and sometimes say "eye" when he was trying to look at something. We worked with the mother to get him assessed and he was fitted for glasses. It was difficult to get him to accept the glasses and the young mother was under pressure from family not to use the glasses. We kept encouraging her and the child to keep trying even for short periods each day. We supported her as she tried to educate the family member about the need for glasses and following the doctor's suggestions. He is now wearing them without complaint and rarely takes them off during play. We support the young parents and children by doing daily health assessments and by driving them to pediatrician appointments, prenatal appointments, and to the pharmacy as well as connecting them with MediCal and the clinic for CHDP exams.



One month later he plays most of the day wearing the glasses. Here he is kicking the ball to a caregiver with great accuracy.

DEVELOPMENTAL OPPORTUNITIES:

The Child Development Center follows the PITC philosophy of small groups, individualized, respectful care, and primary caregivers. The teachers are committed to providing developmentally appropriate learning opportunities for each child. Teaching decisions are adapted to the age, experience, interest, and ability of each infant and toddler. These decisions are made daily as the teachers observe and note the child's current interest and ability. Anecdotal records are kept on each child to help with planning and goal setting. We use Ages and Stages Questioners with the parents as a learning tool in addition to a developmental milestone check off tool.

The Outreach program supports the young parents with transportation to appointments such as well baby, doctor, dentist, WIC, MediCal, or to pick up prescriptions and necessary supplies for the baby's for healthy development.

DEVELOPMENTAL OPPORTUNITIES:



Story time!

We don't insist all the children sit and listen as we read. As shown above only one child was originally interested in the story but soon the second became very involved and took over the book. The first child was reluctant to have his story time interrupted and looks sad. The teacher uses her skill to involve both boys in the story and everyone had fun.



The teacher and these two toddlers are reading a story about the zoo. The boys are adding the sound effects as she reads. "GRRR...and ROORRR for the bears and lions" are just some of the sounds they are making. Reading time happens often. There are low book shelves in the play area filled with board books and soft pillows and rugs for comfy reading are placed nearby. The children initiate the reading session several times a day by bringing out a favorite book and either thumbing through alone or offering it to a caregiver to read. On the wall are large posters depicting the pages of the book "Brown Bear" that the older toddlers point to and name the animals.

DEVELOPEMENTAL OPPORTUNITIES:

Our infants and toddlers enjoy the weekly visit to Musikgarten. Several of the parents have purchased rhythm instruments for their children after attending classes with Miss Leesa. This year we began with a non-mobile infant class in the fall and a toddler class this spring. The parents enjoy the games and songs and we have had more participation in our center when we sing and say rhymes with the children than ever before.

Musikgarten class is enjoyed by toddlers!



One of the many things that are very worthwhile at Musikgarten is the participation of non-teen parents and their willingness to make our young parents feel they are doing a good job. This father was especially helpful because he translated for our Spanish speaking moms and they felt more a part of the class.



At a recent group meeting one of the moms wanted to stop going to the Musikgarten program because she didn't like to participate. So I asked if everyone wanted to stop and one answered "Well, I might like to stop but my son loves it and has so much fun so I want to keep going for him."

DEVELOPEMENTAL OPPORTUNITIES:

Outdoor play is always encouraged. We try to go outdoors as often as possible and have added some additional sidewalks to help in the wet weather. We also have the park nearby where we walk when the weather warms.



Sandbox fun! This sandbox was installed in cooperation with Early Head Start.

We encourage our parents to co-enroll their children in Early Head Start so they can easily transition when leaving our program.



Birdseed and rice is a fun alternative on days when it is too wet for the sand box. These two boys are practicing their skill at measuring and pouring. They are playing very cooperatively as they work together to fill the cup. The boy in the blue is 28 months and the boy in the orange is 16 months.

DEVELOPEMENTAL OPPORTUNITIES:



These photos show some examples of typical daily activities that support the achievement of appropriate developmental outcomes.

Language development



Motor skills



Creativity

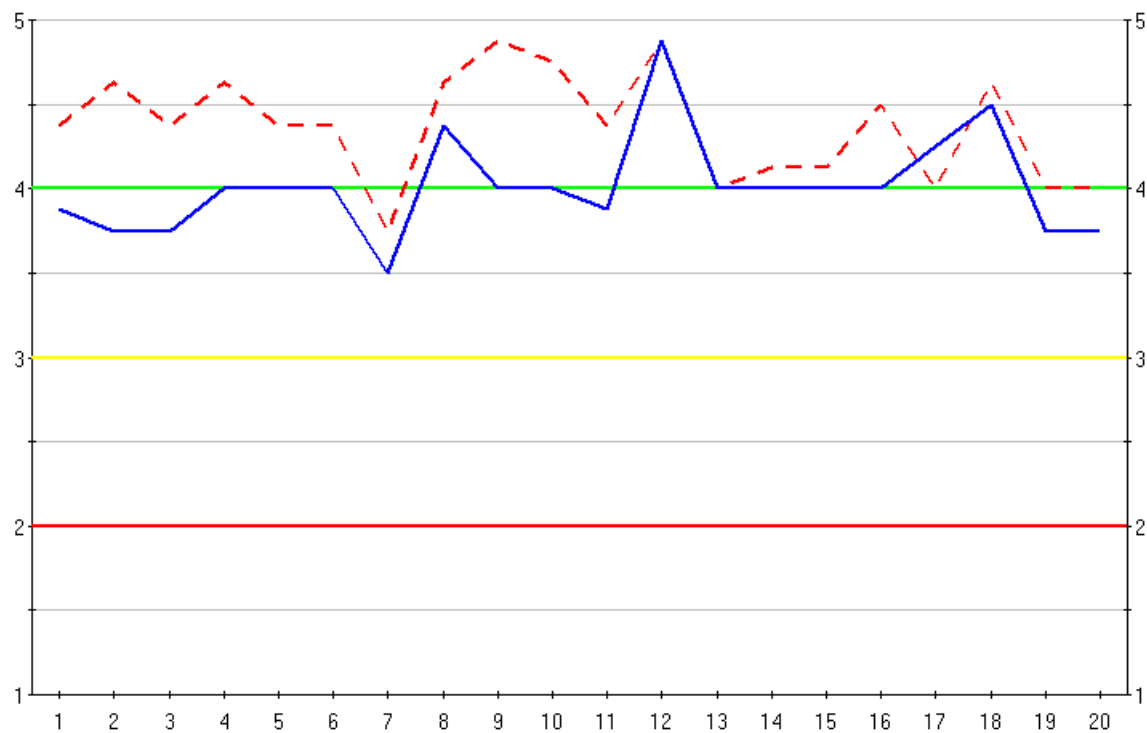
AGES AND STAGES QUESTIONNAIRES----FIRST AND LAST SCREENS 2005-2006

ID	Sex	DOB	Age	Race / Ethnicity	Which Test?	Communication	Gross Motor	Fine Motor	Problem Solving	Personal - Social	ASQ:SE	Above cutoff	Below cutoff	Borderline
J.J.	M	9/7/2003	2yr	W	24mo	60	60	55	45	45		5	0	0
J.J.	M	9/7/2003	30mo	W	30mo	60	60	50	50	55	40	6	0	0
G.S.	M	5/21/2005	5mo	W	4	55	60	50	60	60		5	0	0
G.S.	M	5/21/2005	9mo	w	8mo	60	55	60	60	55	5	6	0	0
J.A.	M	10/18/2004	17mo	H	16	50	55	60	45	55		5	0	0
B.A.	M	11/21/2004	11mo	H	12mo	45	60	55	25	25		4	0	1
B.A.	M	11/21/2004	16mo	H	16 MO	45	60	60	50	60		5	0	0
K.W.	F	10/6/2003	2yr	W	24mo	60	60	50	50	50		5	0	0
K.W.	F	10/6/2003	29M	W	30mo	60	50	60	40	60	20	5	0	0

The chart indicates children who had more than one Ages and Stages completed this school year. I have included the first screen (black) and the most recent (red) with the areas that experienced a change highlighted. The most significant change is for the child B.A. who had one score in the first screen indicating he was “Borderline” in the problem solving area. We offered him more opportunities for play in the manipulative area, blocks, puzzles, and sorting and he was able to double his score bringing him above the cutoff in all areas. His communication appears slightly low; however, if I were filling out the questionnaire I would have scored him higher. He is speaking English words very clearly but not as many Spanish words even though he understands and responds to both languages. His mother is scoring lower because she does not recognize his many English words. I believe his early grasp of English words is due to the fact that we talk to all of the children more conversationally than the teen parents who tend to just give directions. Plus we read and identify objects more often so they tend to pick up speaking English first.

There are several points we get from these questionnaires. One is that the parents do not always score the child’s developmental progress the same as we would or even recognize an event as developmentally significant. Two, potential problems can be avoided by using the results from these, anecdotes, and other screens to plan individualized activities in borderline areas. Finally, most of the children are meeting their developmental milestones as expected due in part to the benefits from the enrichment activities they receive in the Child Development Center.

Early Childhood-Caregiver (rev. 2004), (NonDup)and L_Date >=#3/28/2006#
(n=8)



-- Intakes — Exits

Display:

☒ First Screen

☒ Last Screen

☐ Significance

☐ Unmatched Intakes

Show standard deviation for:

▼

Gender:

4 Male

4 Female

Age (of 8 with DOB):

Mean: 1;7

Range: 0;6 - 2;7

DateDiff:

Mean: 316

Range: 36 - 539

Export to MS Chart...

Mean Scores

T scores

Frequencies/Ranks

Data



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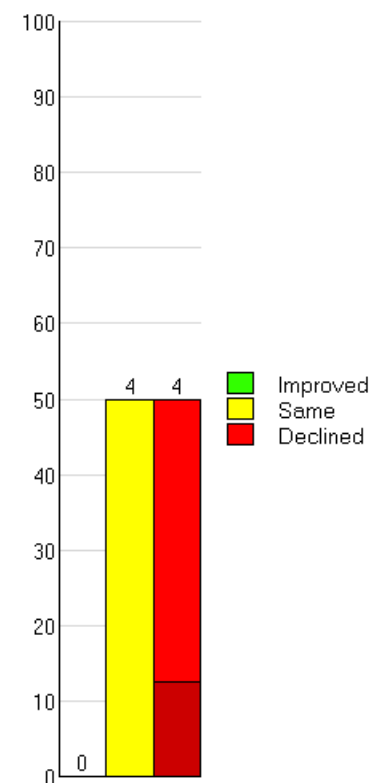
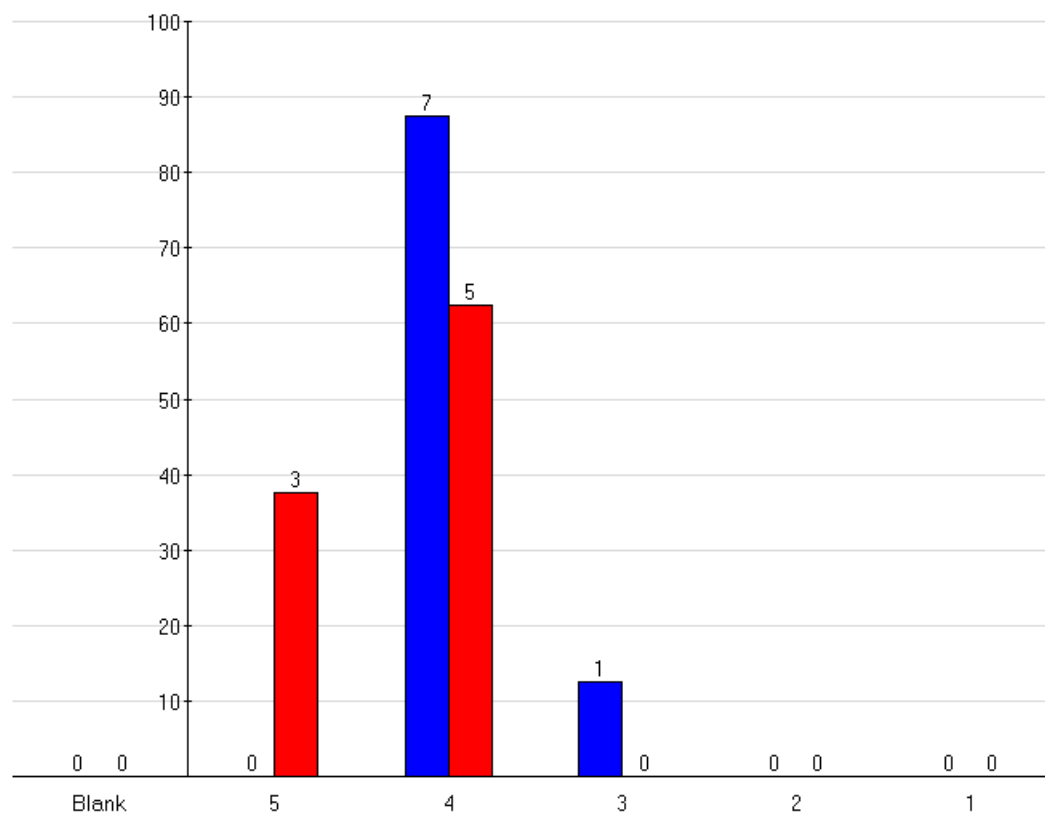
Outcomes Tracker fo...

Microsoft PowerPoint - [...]



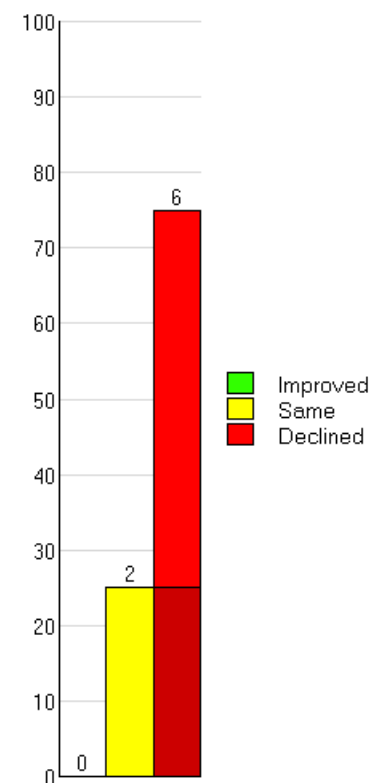
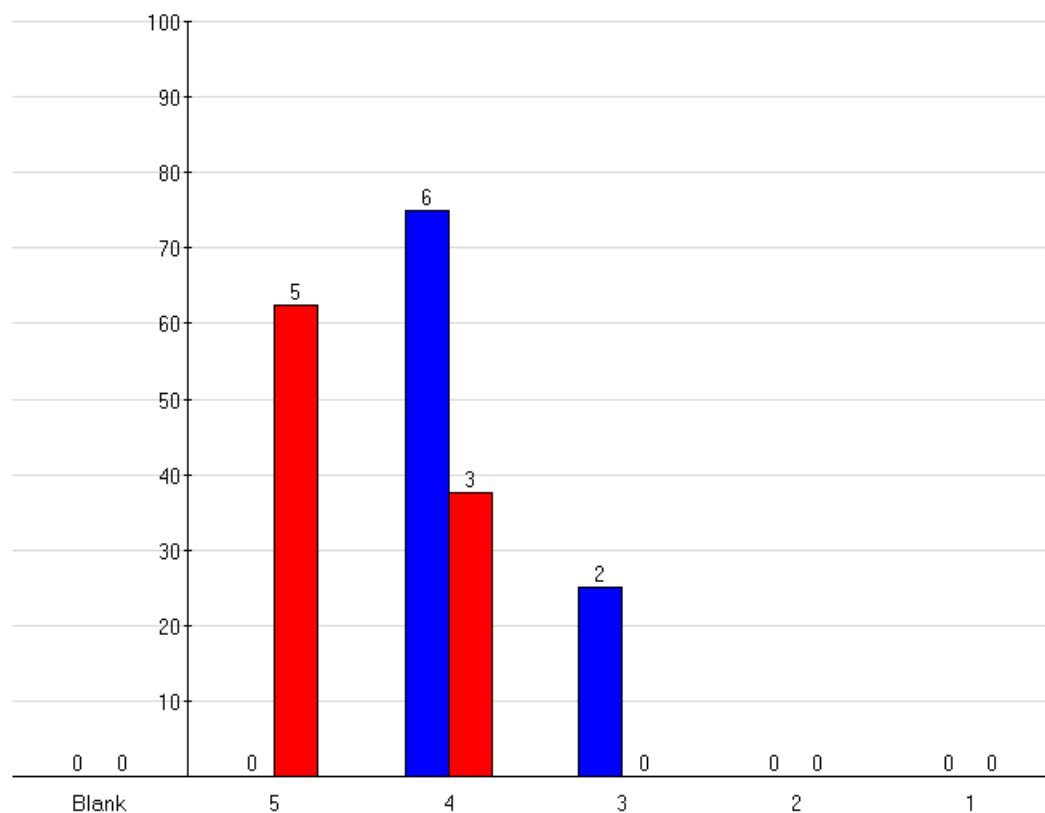
4:14 PM

Indicator: 1 SAFE: Cared for, protected, and receiving the necessities of life.



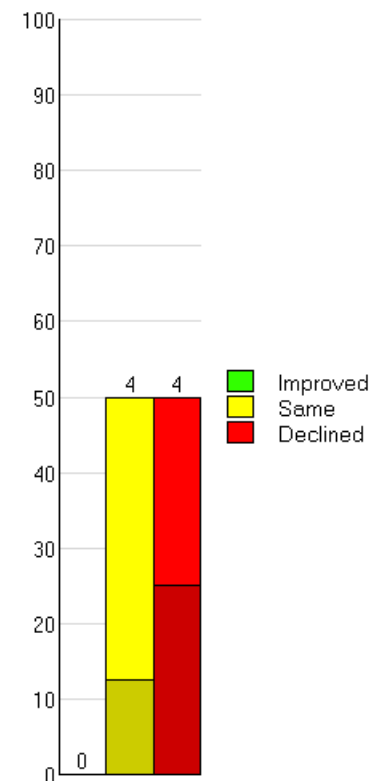
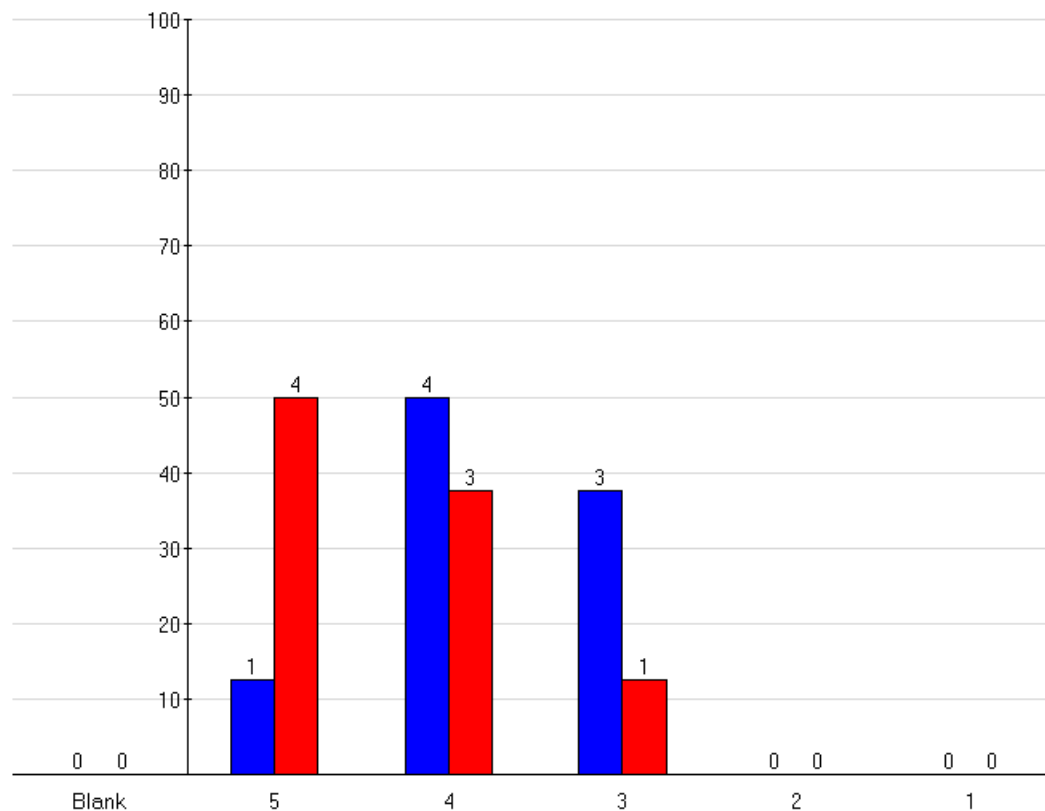
Mean Scores T scores Frequencies/Ranks Data

Indicator: SAFE: Not being physically, sexually, or emotionally abused by others.



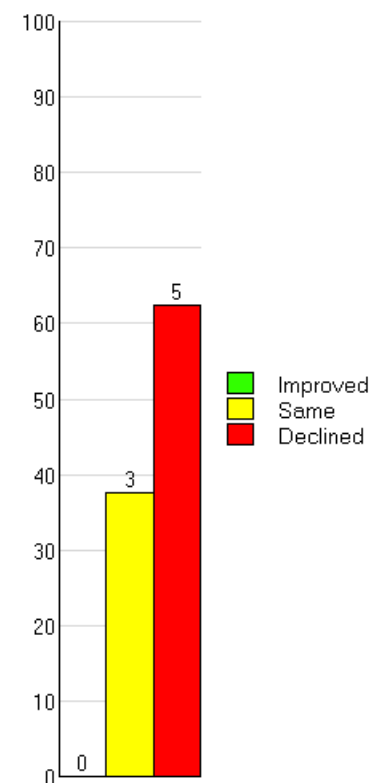
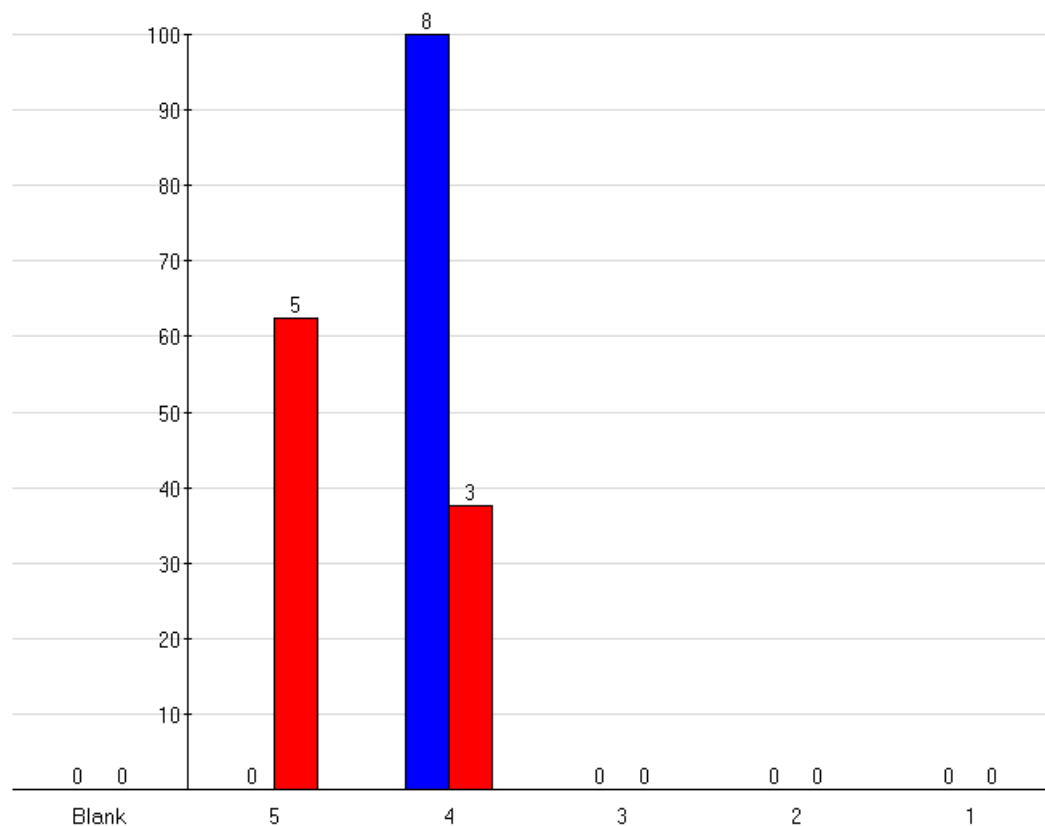
Mean Scores | T scores | Frequencies/Ranks | Data

Indicator: SAFE: Not at risk of injury or illness.



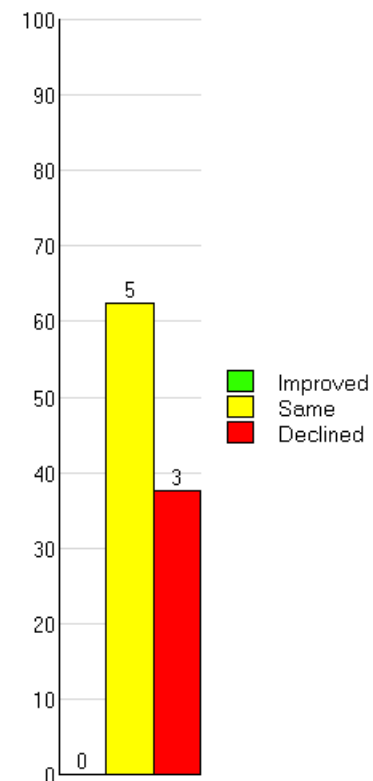
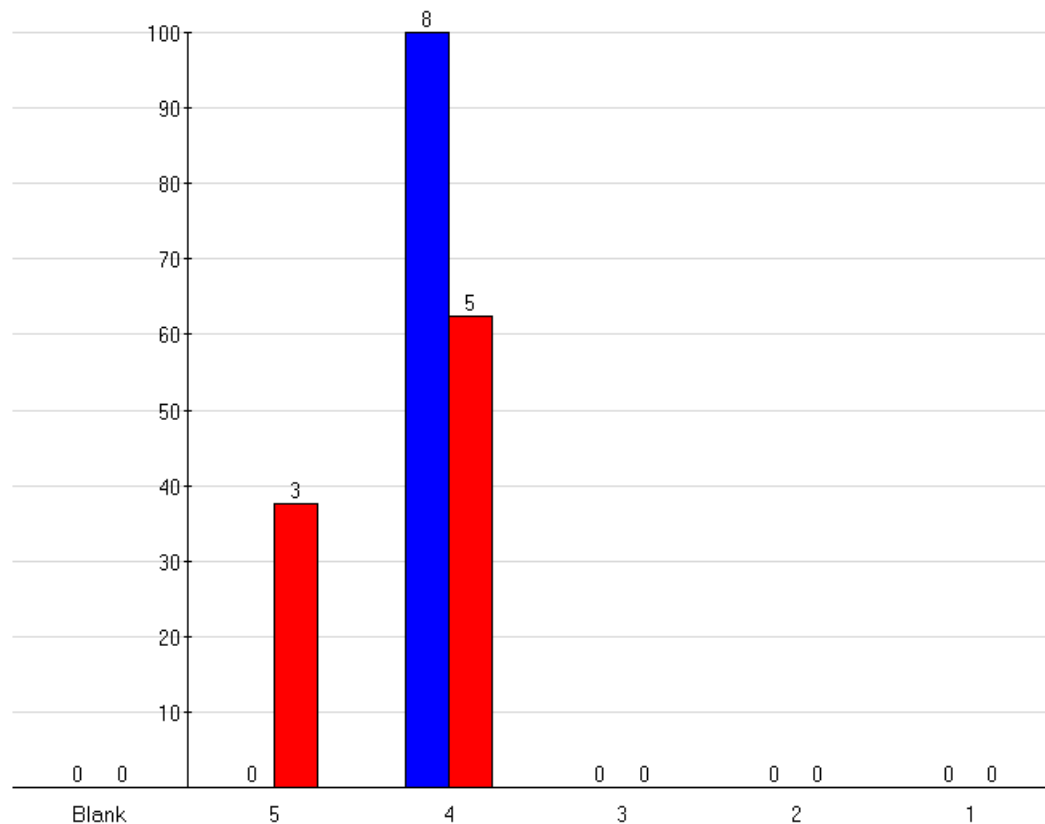
Mean Scores | T scores | Frequencies/Ranks | Data

Indicator: 4 SAFE: Demonstrates appropriate self-comforting behavior.



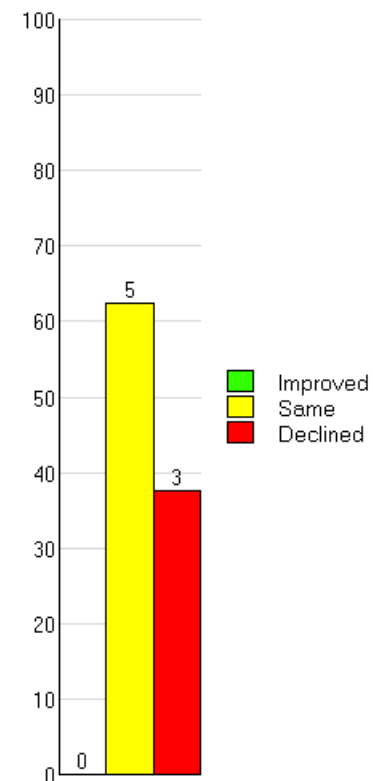
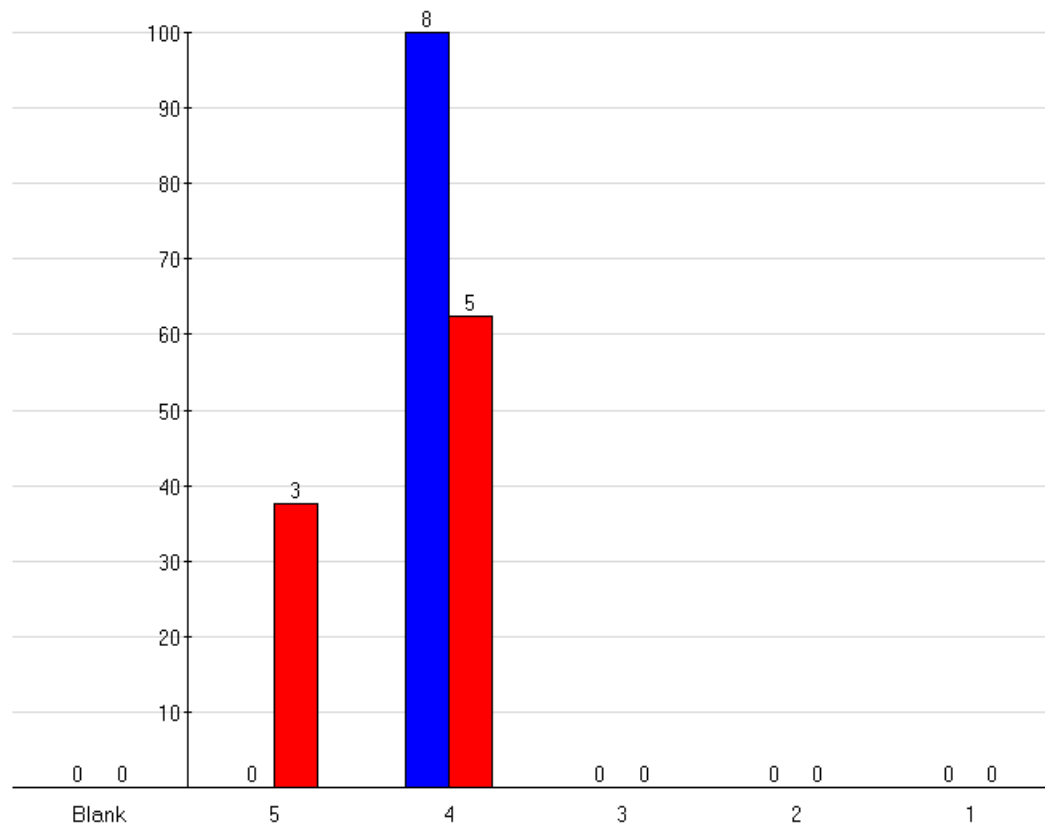
Mean Scores T scores Frequencies/Ranks Data

Indicator: **5** HEALTHY: Free of disease or illness; or, disease or illness medically managed.



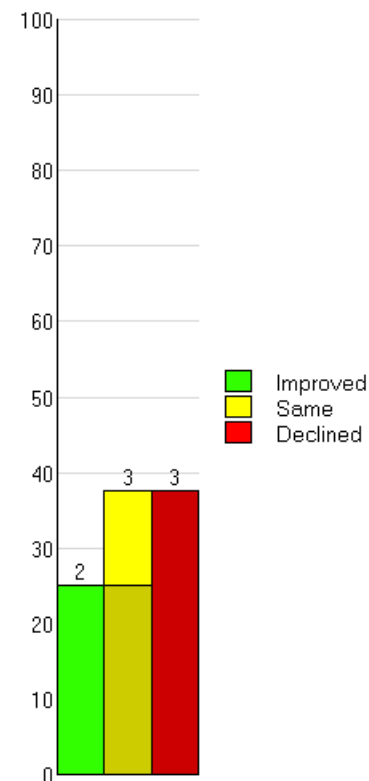
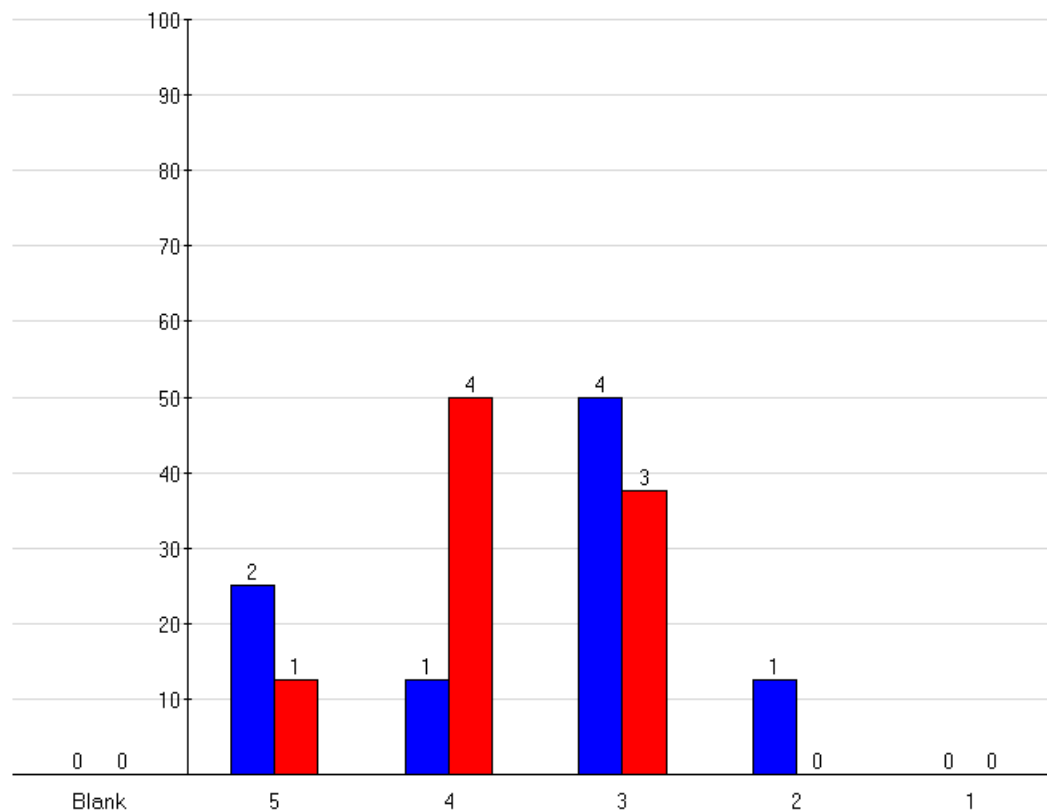
Mean Scores T scores Frequencies/Ranks Data

Indicator: HEALTHY: Receiving nutritious foods to meet daily needs.



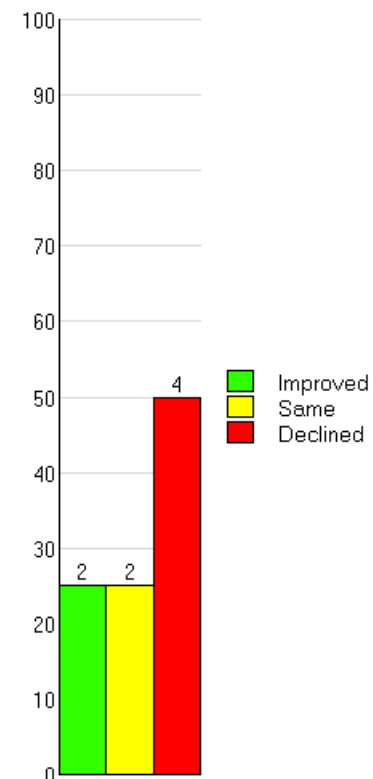
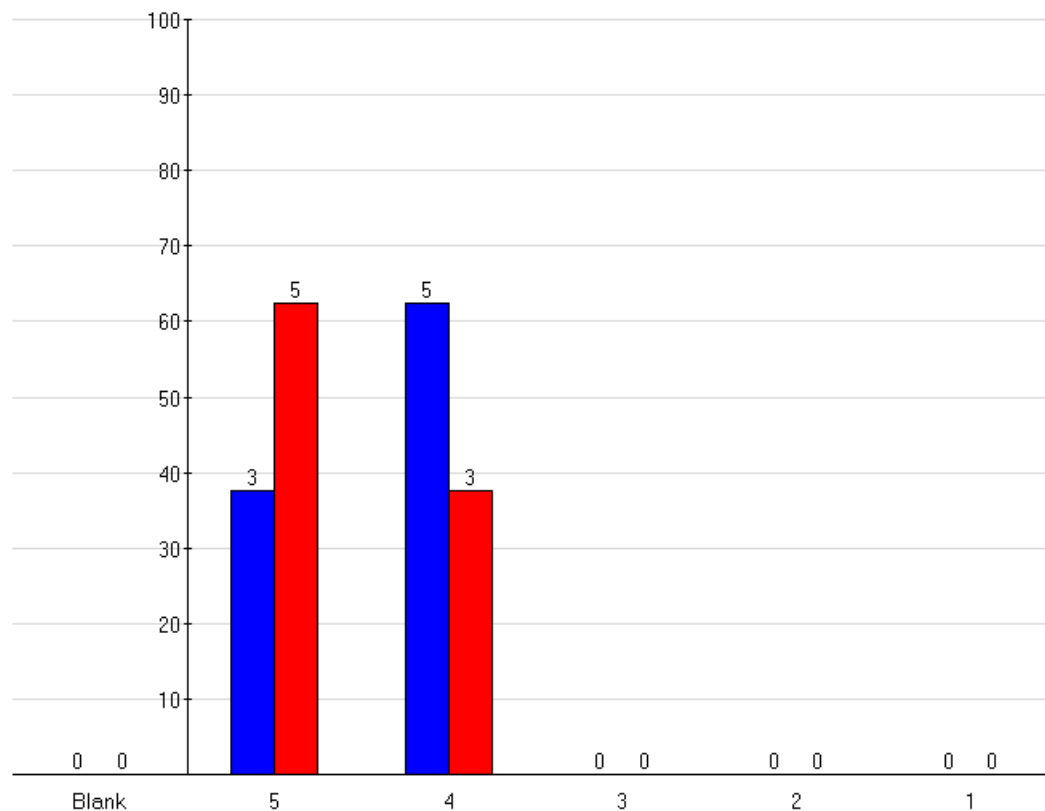
Mean Scores T scores Frequencies/Ranks Data

Indicator: HEALTHY: Free of exposure to illicit drugs, alcohol, tobacco, and other environmental hazards.



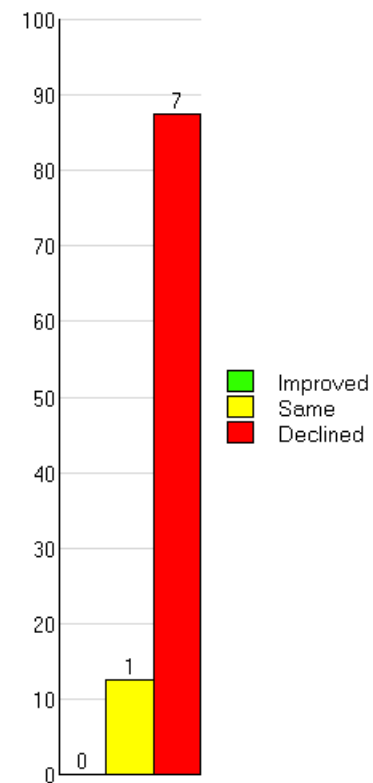
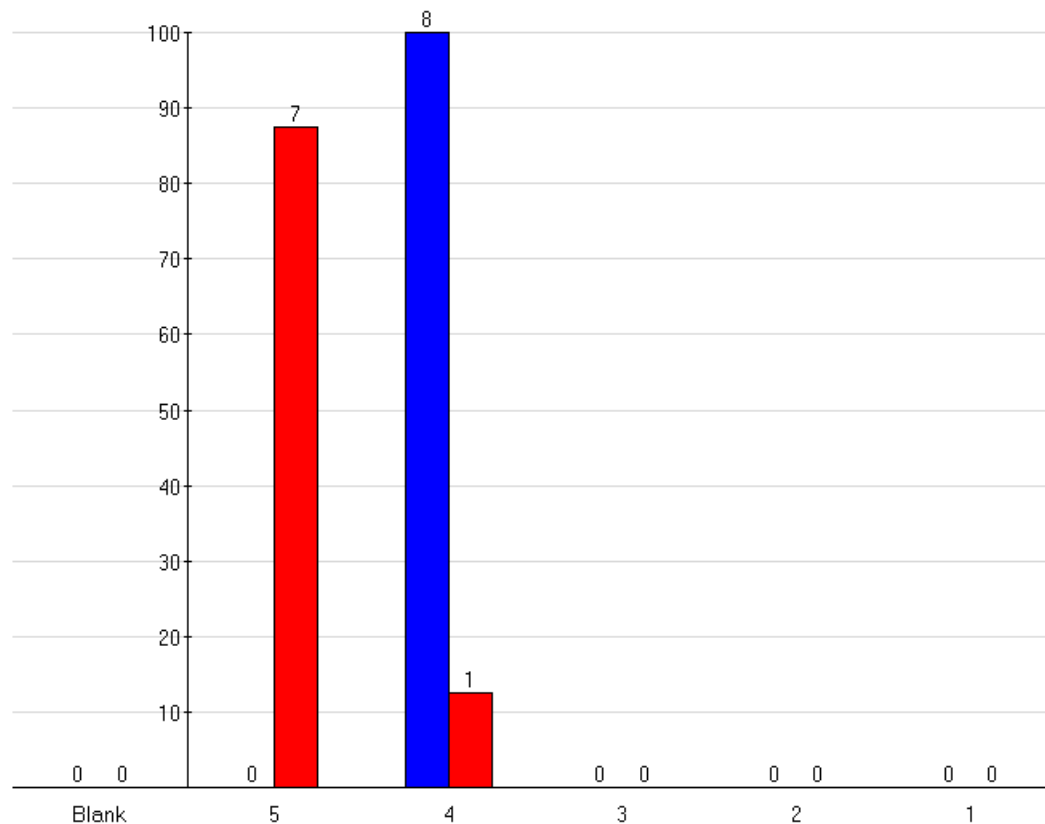
Mean Scores | T scores | Frequencies/Ranks | Data

Indicator: HEALTHY: Engages in unrestricted play time.



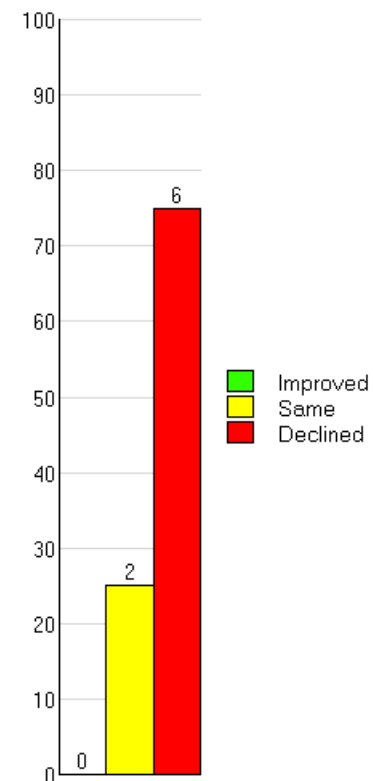
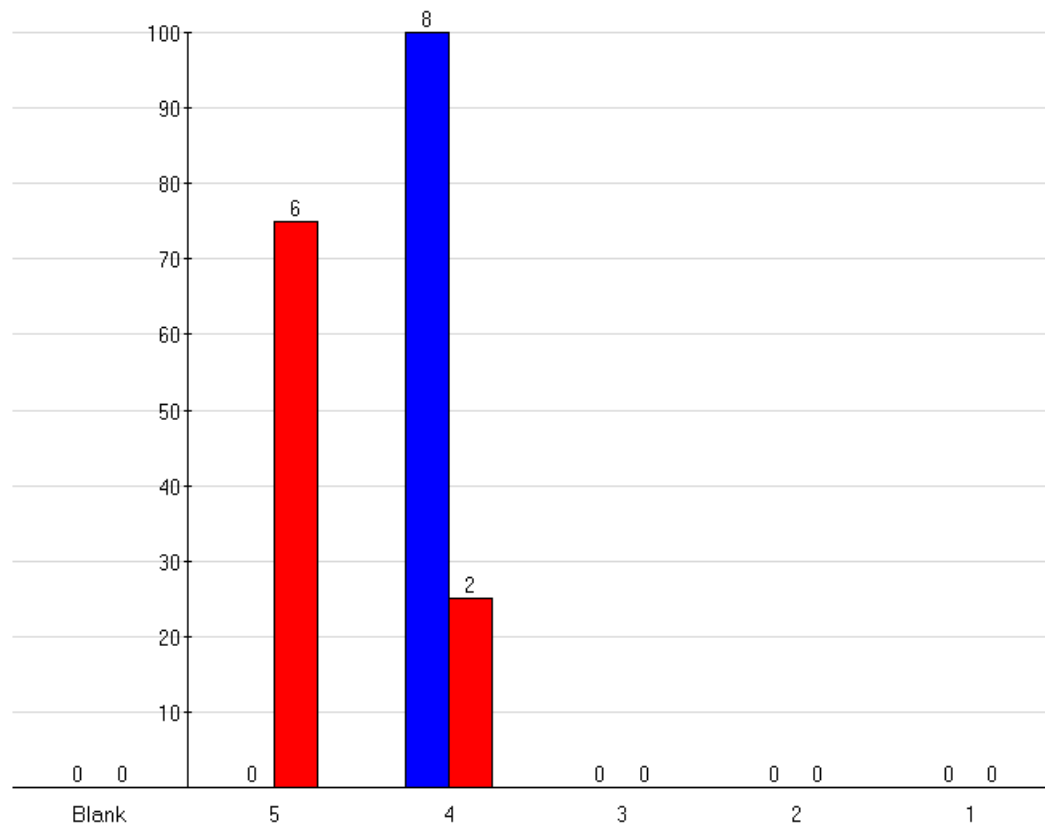
Mean Scores | T scores | Frequencies/Ranks | Data

Indicator: HEALTHY: Achieving appropriate level of physical development.



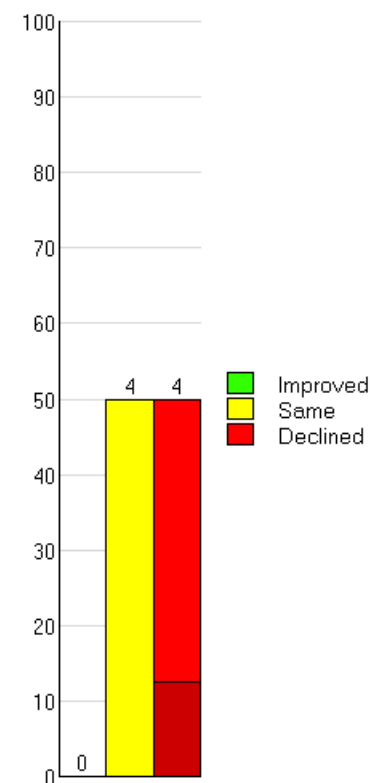
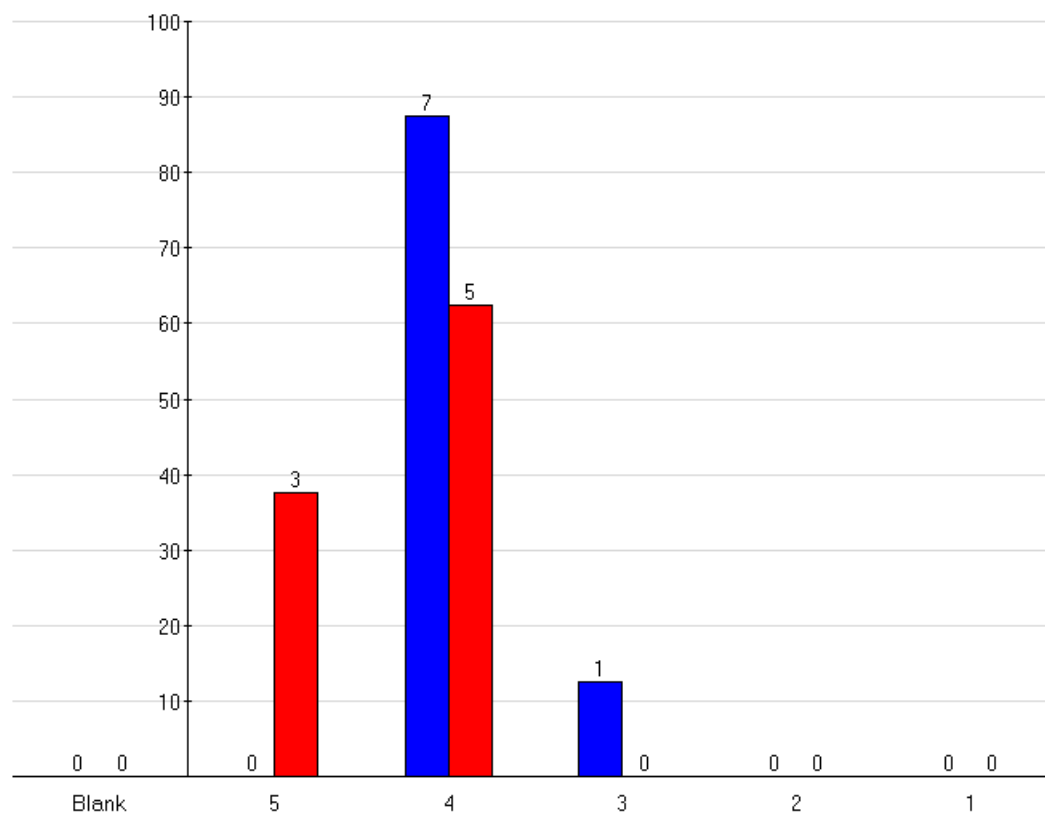
Mean Scores | T scores | Frequencies/Ranks | Data

Indicator: 10 HEALTHY: Achieving appropriate level of emotional development.



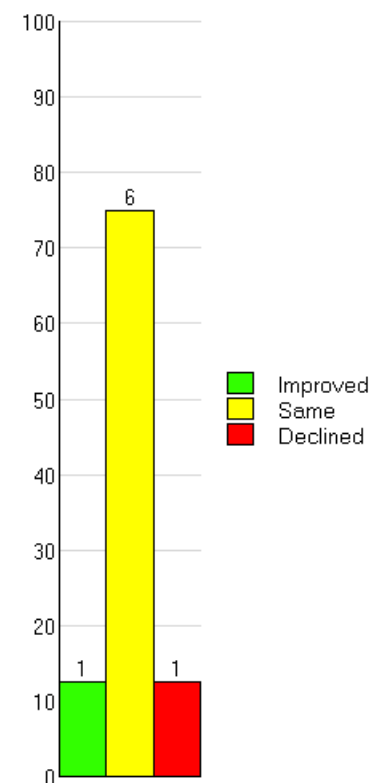
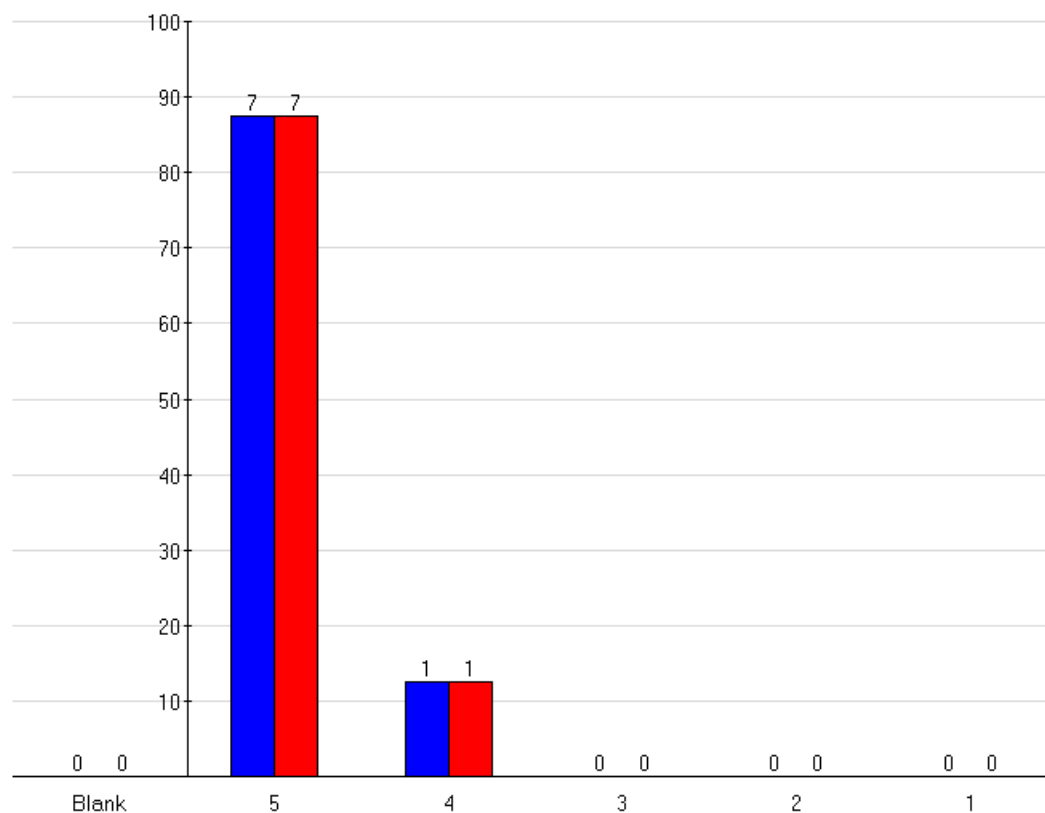
Mean Scores T scores Frequencies/Ranks Data

Indicator: **11** AT HOME: Living in a safe, stable, and nurturing environment.



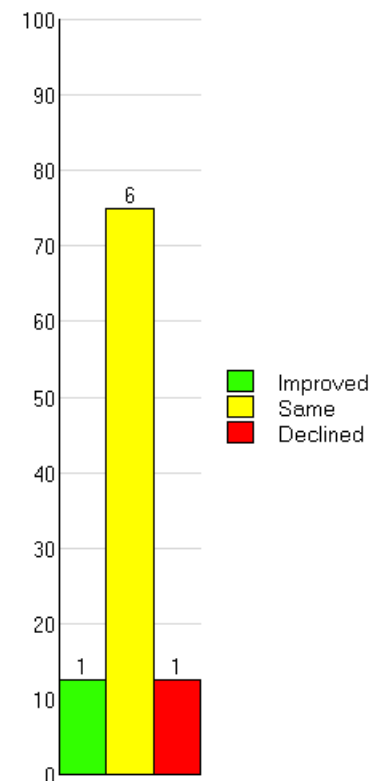
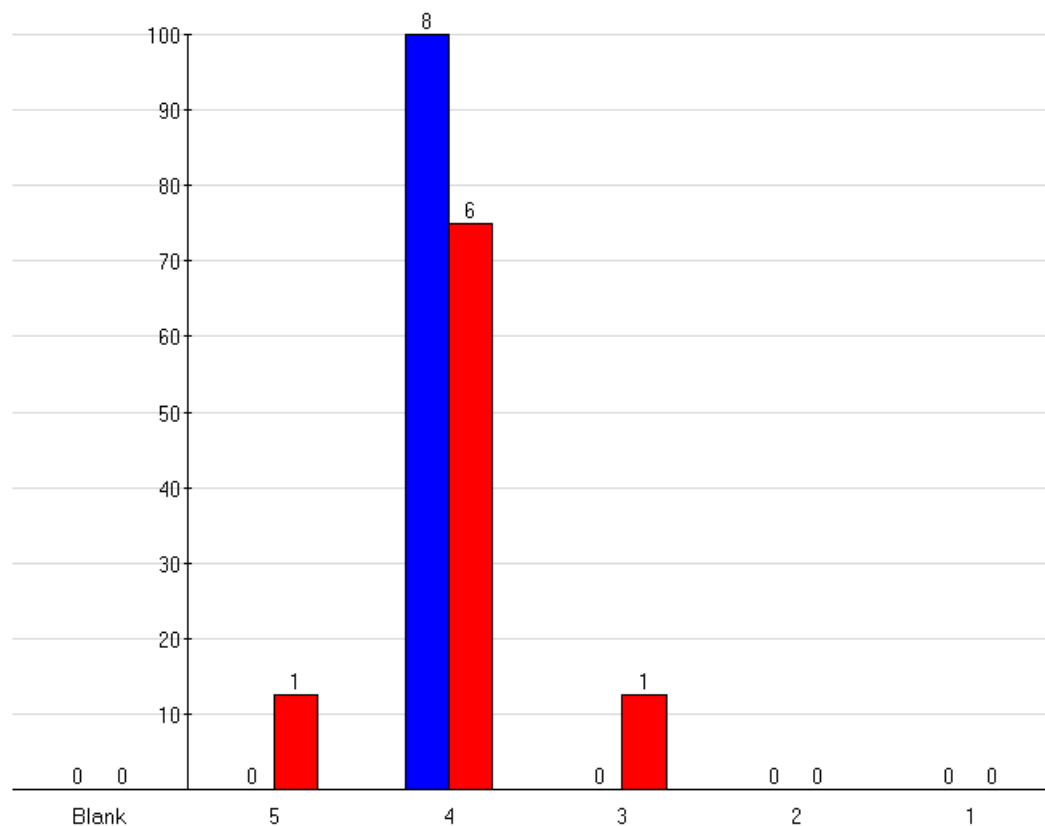
Mean Scores | T scores | Frequencies/Ranks | Data

Indicator: 12 AT HOME: Interacting appropriately with all other persons at current residence.



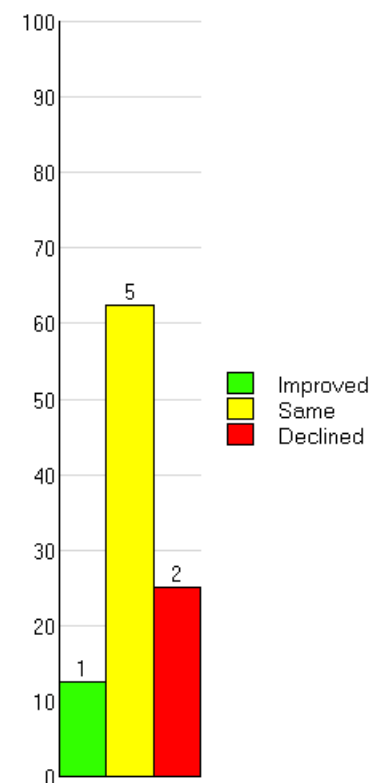
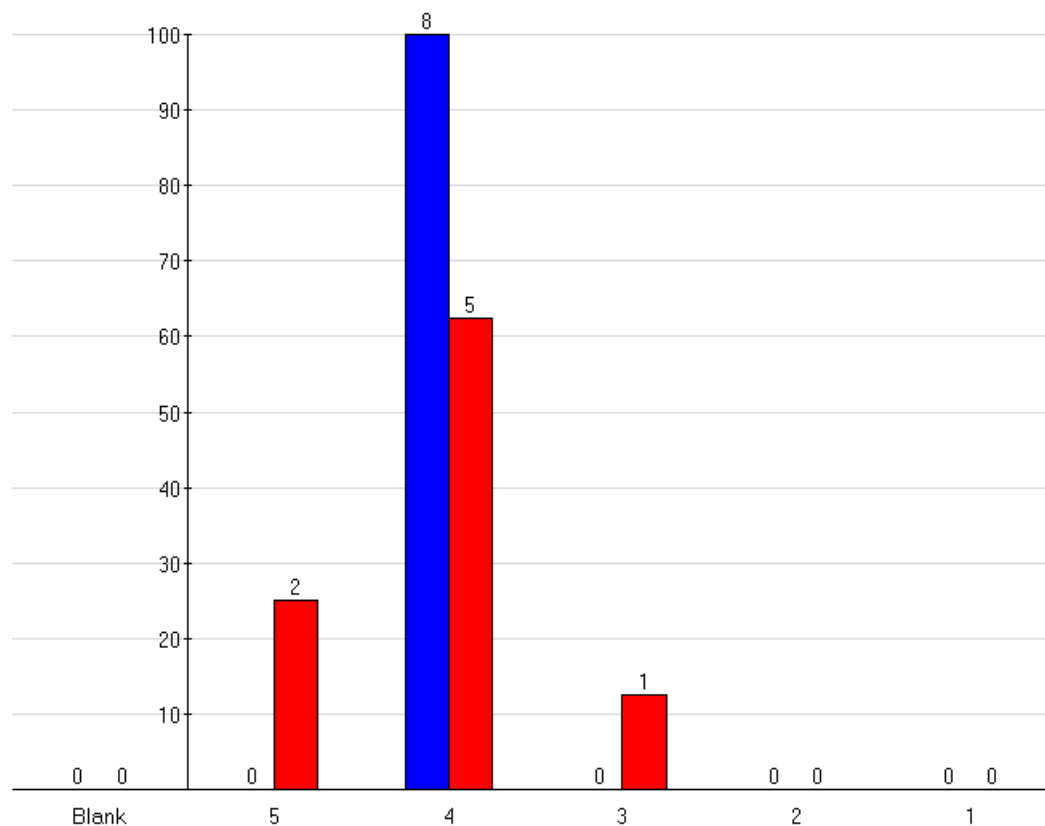
Mean Scores T scores Frequencies/Ranks Data

Indicator: 13 LEARNING: Participating in a learning environment with appropriate interactive enrichment activities.



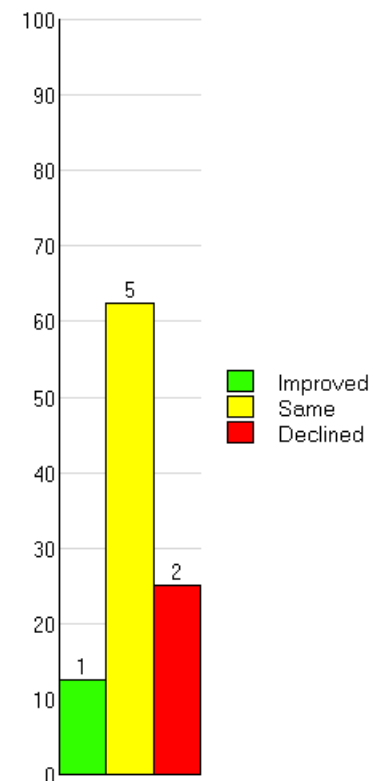
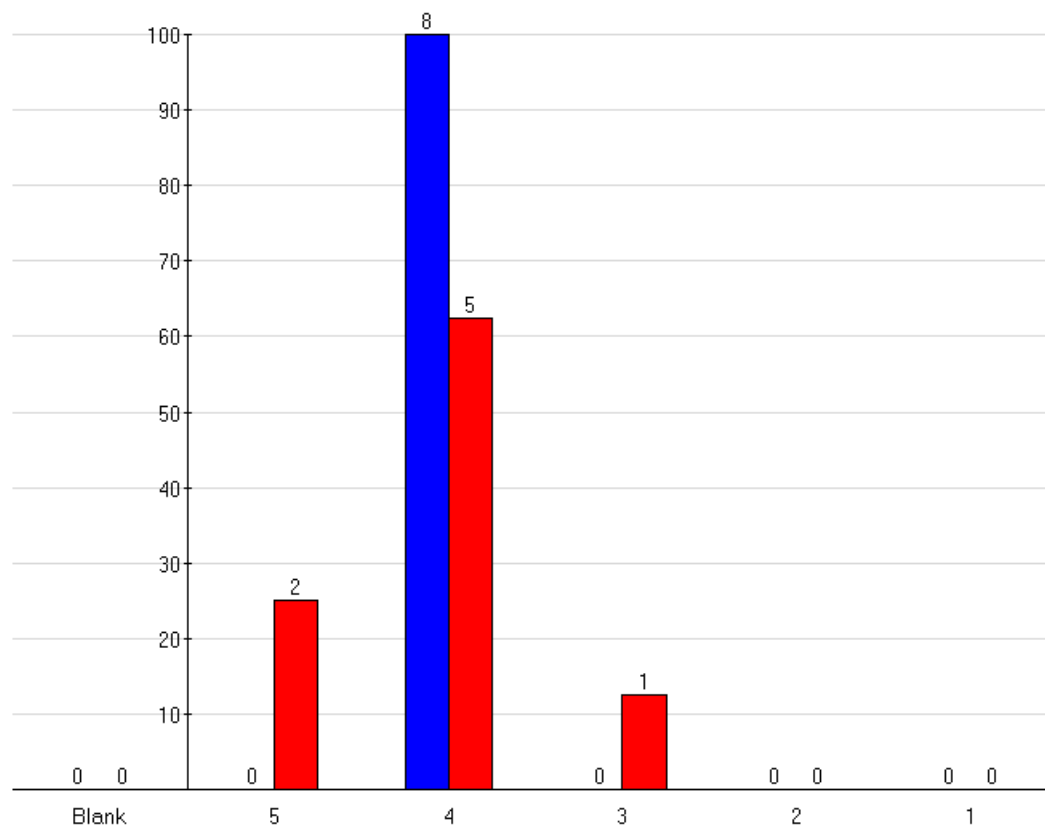
Mean Scores T scores Frequencies/Ranks Data

Indicator: 14 LEARNING: Achieving appropriate level of learning development.



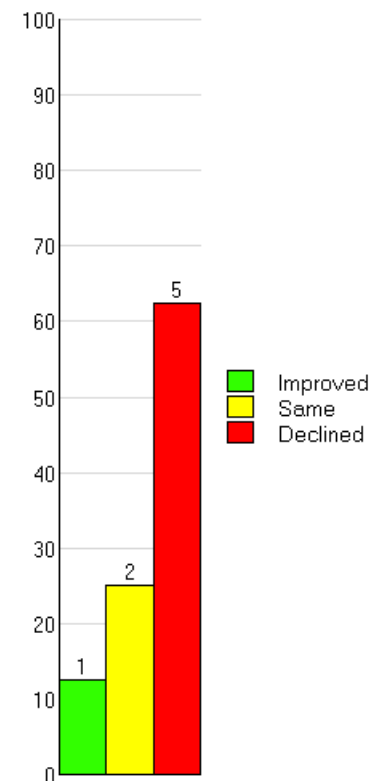
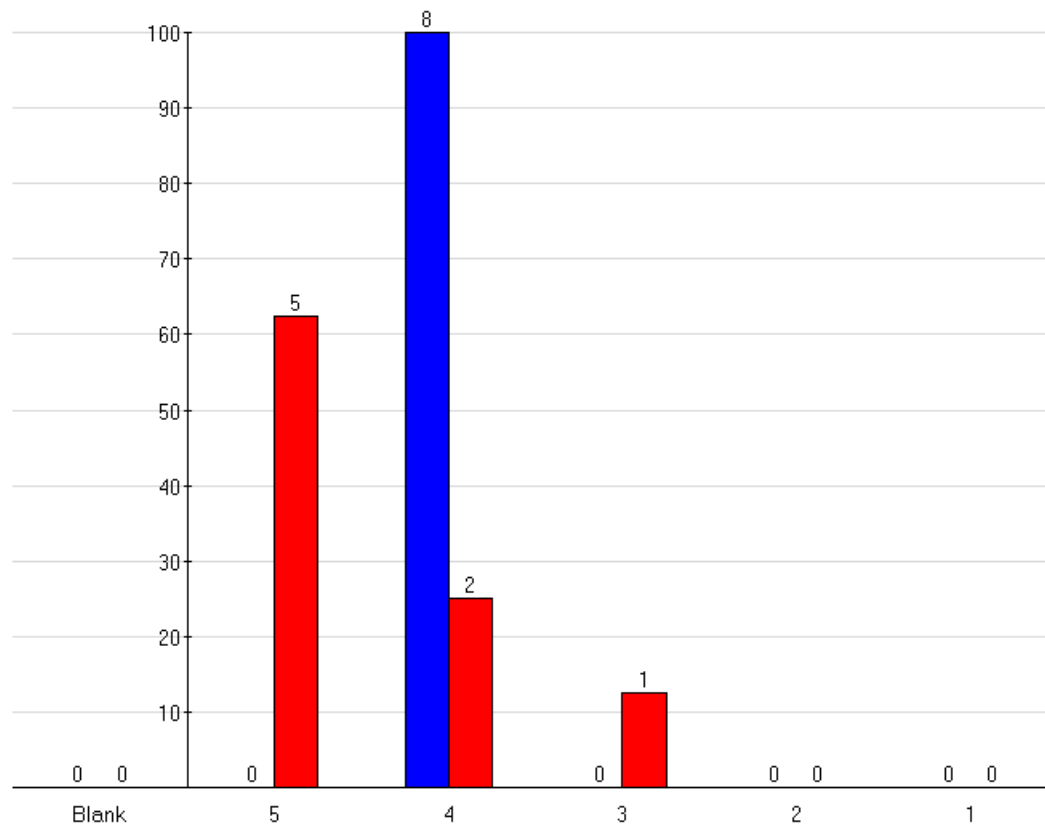
Mean Scores T scores Frequencies/Ranks Data

Indicator: 15 LEARNING: Achieving appropriate level of speech development.



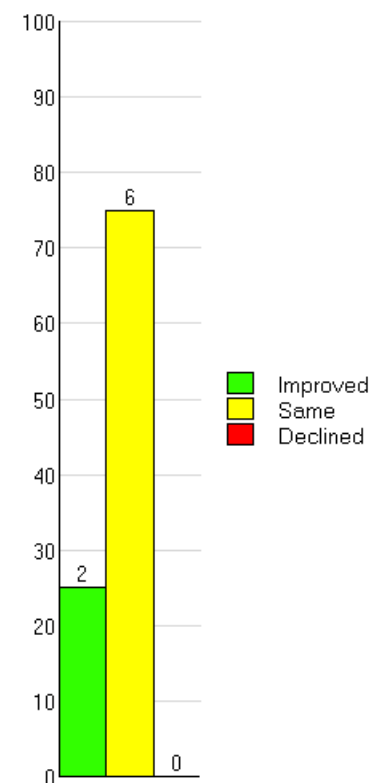
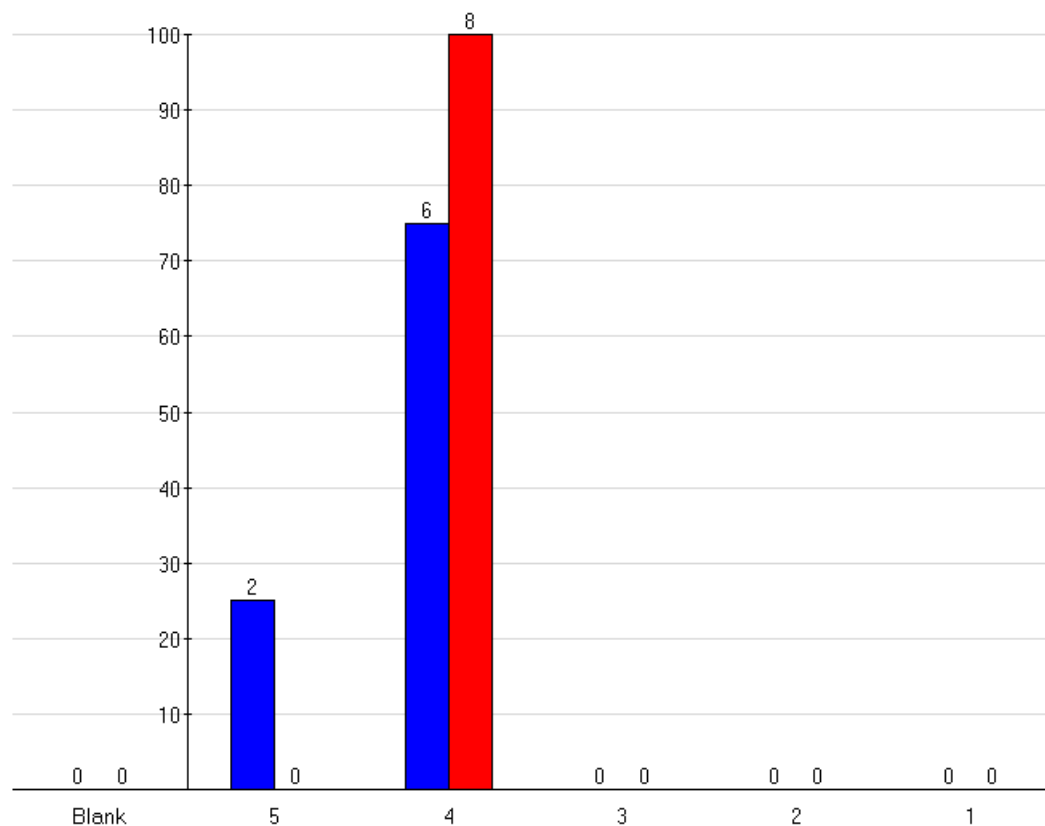
Mean Scores T scores Frequencies/Ranks Data

Indicator: 16 LEARNING: Experiencing age-appropriate social relationships with other children.



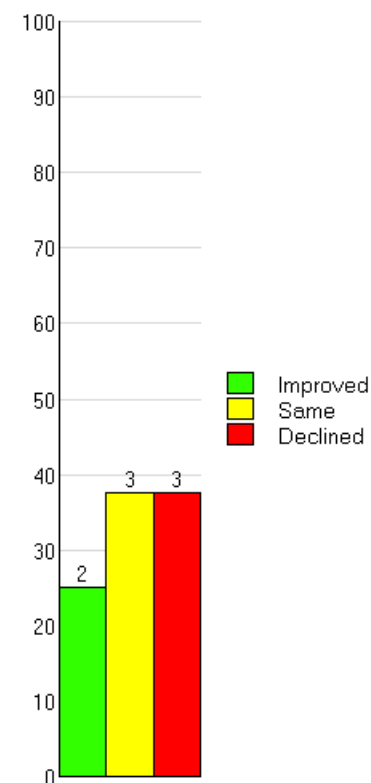
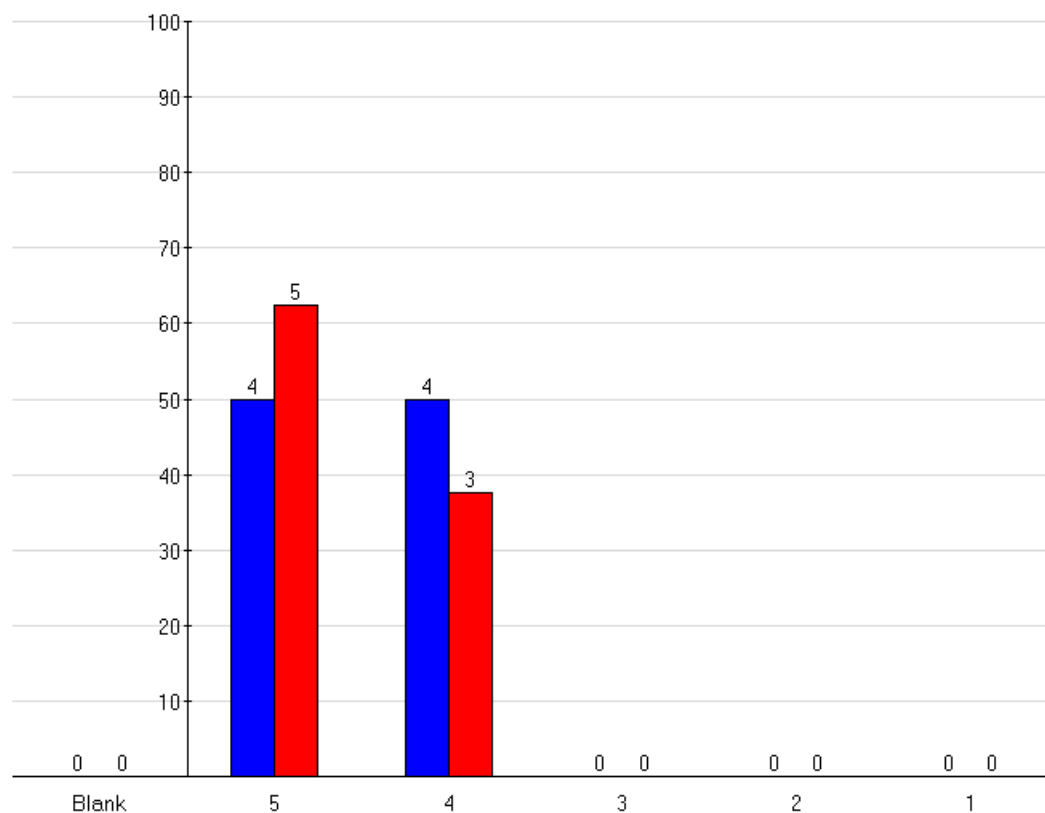
Mean Scores T scores Frequencies/Ranks Data

Indicator: 17 PARENT/CAREGIVER: Participating in a formal or informal support network for the family.



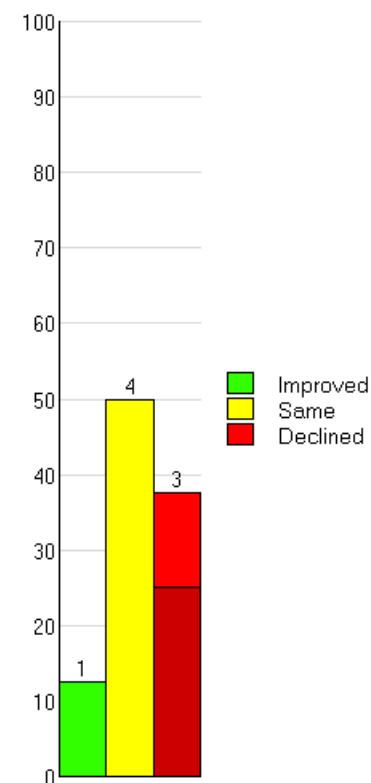
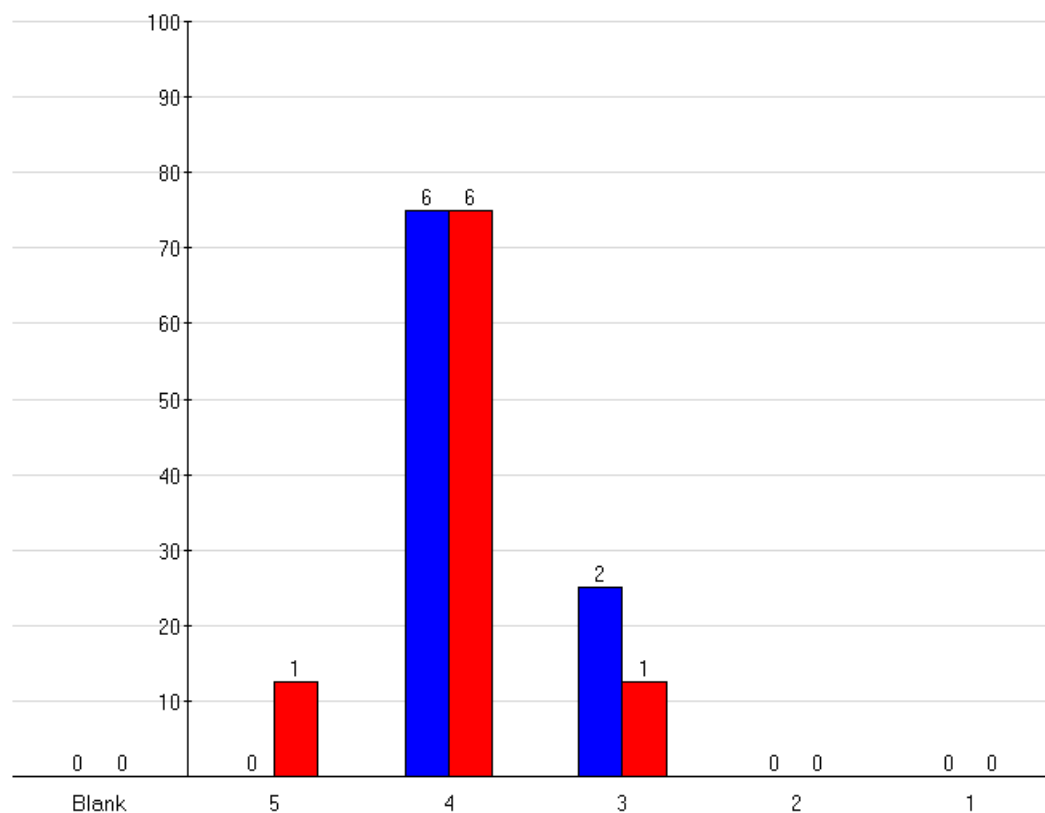
Mean Scores T scores Frequencies/Ranks Data

Indicator: 18 PARENT/CAREGIVER: Experiencing a positive relationship with the child.



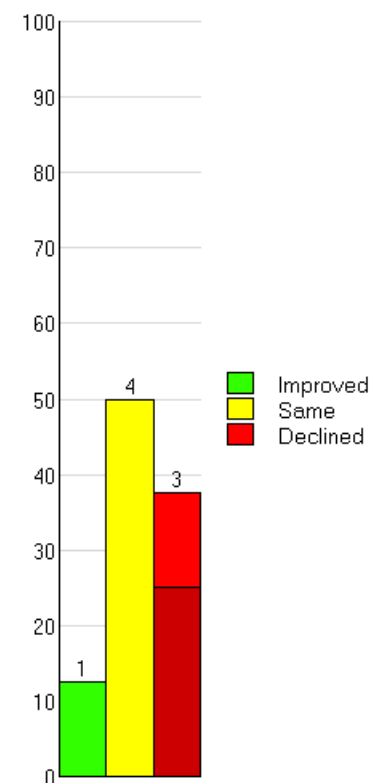
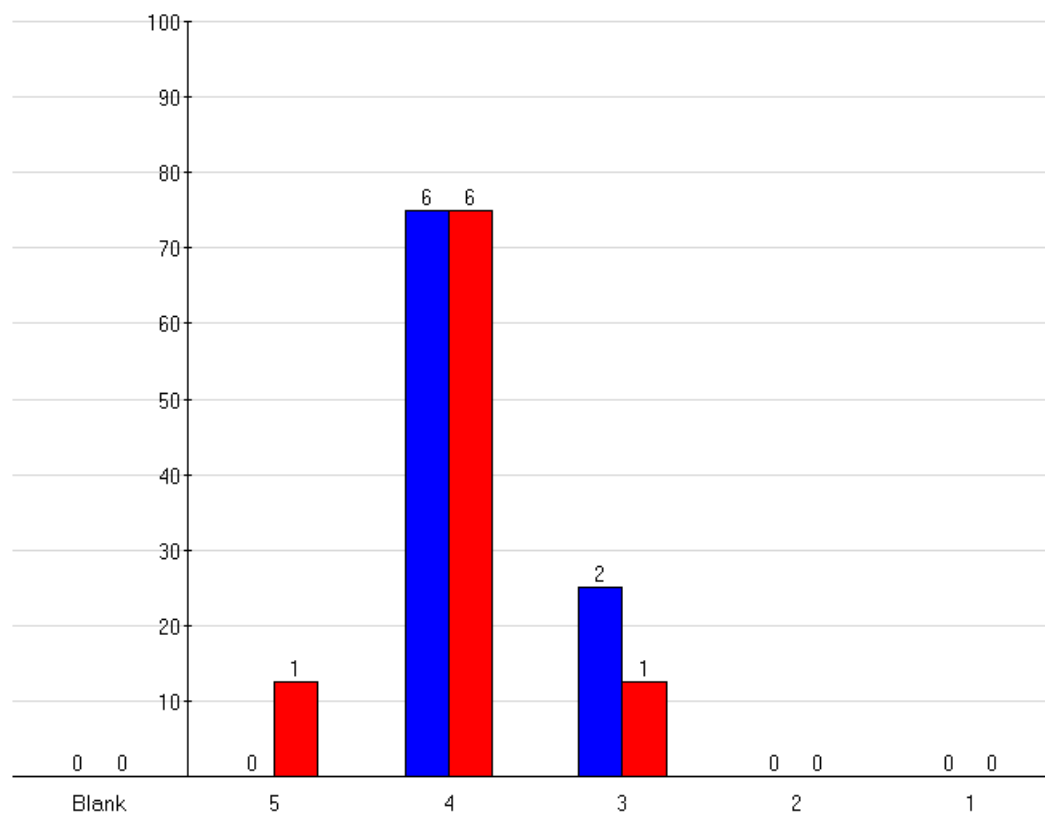
Mean Scores T scores Frequencies/Ranks Data

Indicator: 19 PARENT/CAREGIVER: Engaged in positive parenting and child development practices.



Mean Scores T scores Frequencies/Ranks Data

Indicator: 20 PARENT/CAREGIVER: Satisfied with their knowledge of and ability to foster the child's development.



Mean Scores T scores Frequencies/Ranks Data